

# ACE TIVERTON

## Family Handbook 2021-22



## Welcome to Our Family Handbook.

This document is written with the aim of providing key information to all the families in our school community. It should be read alongside our website which includes all our key policies, procedures, and key information such as term dates. This is new document and will be revised and updated annually, in conjunction with feedback from our families via survey and the Family Forum.

If you wish to be involved in our Family Forum please come along to our meetings, which this year are:

27/09/2021	Family Forum 1	Our Family Forums are run by Mrs Stacy Fagg, Lead Administrator and member of SLT. If you wish to come along or have an item you would like discussed, please contact her on 01884 763140 or via email: <a href="mailto:Stacy.Fagg@transformingfutures.org.uk">Stacy.Fagg@transformingfutures.org.uk</a>
29/11/2021	Family Forum 2	
31/01/2022	Family Forum 3	
28/03/2022	Family Forum 4	
23/05/2022	Family Forum 5	
27/06/2022	Family Forum 6	

Our school is part of the Transforming Futures Trust, based in Plymouth.



### Transforming Futures Trust

*Transforming Futures. Changing Lives.* <https://www.transformingfutures.org.uk/>



Transforming Futures Trust works with students who find the traditional setting of a mainstream school does not best meet their needs. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to-school support. Our extraordinary staff connect with our children and apply the principles of trauma informed care to enable them to reach their potential.

Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Headteachers, School staff, parents/carers and stakeholders and the wider communities they are a part of. We have proven educational practice and strong leadership which has enabled us to develop new provisions across the southwest to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

In addition to **ACE Tiverton School**, there are two other schools in the Trust:



An alternative provision for children from 4-18 with sites across Plymouth, Cornwall, and Devon.



Based in Plymouth, Courtlands supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs.

**"Learning for Lifelong Success"**

**Our Vision:**

- We are a learning family founded on strong relationships, a deep sense of belonging and high aspirations.
- We enable all members of our learning family to be the very best they can be in all areas of their lives.
- We support and challenge each other to develop learning and life skills that create a resilient sense of self and help to secure the very best future for each of us.
- We deliver excellence, personalised and holistic education to enable every student to thrive in preparation for adulthood success.

**Our Values:**

- **Respect:** We care for every student in our school family, supporting them to understand themselves, others, and the world around them.
- **Personalise:** We empower every student to realise their academic and personal potential.
- **Inspire:** We challenge everyone in our school team to enjoy learning, take risks, discover new interests in a fair and safe environment.
- **Achieve:** We prepare each student to be a successful, independent, resilient, healthy citizen in our 21<sup>st</sup> century world.

## Listening to Views and Feedback:

The format of this handbook is structured around the frequently asked questions we hear from families, as well as feedback received through our half termly surveys. These surveys are very helpful in developing and improving the experience that families have – we send our surveys each half term to families, students and staff via email.

As a new school community, we are keen to model our core values of respecting others' views and experiences – using these to continual improve and refine our care and support of students, staff and the families that make up our wider school community.

Please take a few minutes each half term to share your views and let us know what is working well and what we can further improve.

Our Priorities	Our Expectations for Students	Our Expectations for Staff
Reading & Oracy	Every student will develop their reading and speaking skills across all aspects of their school experience.  Students will be able to speak and read confidently in a range of different settings both in school and their wider community.	Every interaction is an opportunity to model excellent communication skills – both verbal and non-verbal.  Staff will model reading skills, showing the importance of reading fluency as well as reading for pleasure can be a great addition to our wellbeing toolkit.
Student Progress	All students will make progress in all areas because of the teaching, learning and care they experience in our school community.  Students will attain qualifications and external validation to evidence their progress across the curriculum this academic year.	Every member of staff can recognise, evidence, and talk to students about their individual progress across all areas of their development.  All staff can share their experiences of qualifications and progress to enable students to explore their preferred routes into post 16 and preparation for adulthood.
Specialist Strategies	Students will receive the very best specialist teaching strategies to enable them to learn and make progress in every subject.  Students will be able to self-advocate and reflect on what works well for them and how additional strategies might be beneficial to their progress.	Staff will use personalised and specialist strategies in every lesson, for every student, to ensure they can access their learning and make the best possible progress.  Staff will work collaboratively to share information about strategies, the impact they have and how best to develop their use with individuals and groups of students.

## School Development:

Each year, we have focus on a small number of key priorities that have a positive impact on every student's progression and development. This year, we are focusing on three key areas and all staff are working on these areas.

By ensuring we are delivering excellent practice in these areas, we know that each student will have a better individual experience and make greater steps of progress in their academic, personal, social and wider developmental needs.

### **Our Core Offer:**

We are a special school and all students who attend our setting have been assessed as appropriate for our core offer, through the 0-25 Team at Devon County Council. All our students are in receipt of an Education, Health and Care Plan and all have a range of needs across the areas of communication, interaction, social, emotional and mental health needs.

A full-time place at ACE Tiverton provides:

- A school day from 8am to 2pm that provides a range of social, academic and personal development opportunities to stretch, challenge and engage students with a range of educational needs and areas of interest.
- Students are taught in groups of between 8 to 10 based upon their learning levels, needs and social interaction skills.
- The timetable is built to enable access to sensory breaks, withdrawal space and adult support outside of the classroom as required.
- Specialist classrooms for secondary science, design technology, cooking and art are an integral part of our curriculum delivery.
- High expectations regarding learning and social behaviours with a focus on developing skills and strategies to thrive independently in a real-world setting.
- Social language and interaction strategies in the context of a cohort of pre-teen and teenage students with social communication needs linked to ASC alongside the challenge presented by puberty and teenage development.
- A regular and consistent input focused on wellbeing, physical and mental health, relationships, safety and citizenship is threaded throughout every curriculum area.
- Targeted provision to support students throughout their time at ACE Tiverton includes access to ELSA therapy, Talk Time, Breakfast Club, Student Leadership roles and the support of trained peer mentors.
- A broad and balanced curriculum that follows the national curriculum and KS4 qualification syllabi for all subjects offered.
- A personalised curriculum model that enhances skills, deepens knowledge and enables students to have a comprehensive range of qualifications, that prepares them successfully for adulthood.
- We teach students on a pathway to participate in mainstream post 16 learning, employment or training.
- A blended academic and therapeutic curriculum personalised to the needs of each student to include expert input from Occupational Health, Speech and Language Therapists; Educational Psychologists and Communication & Interaction Specialists.
- Therapeutic specialist environment and learning resources with all staff trained in de-escalation and specialist support strategies for students with additional needs related to an ASC diagnosis.
- We educate students in groups with a minimum adult/student ratio of 1:5.
- We make all possible adjustments to our physical environment and learning resources to meet the needs of students within the framework of the national curriculum and KS4 qualification requirements.
- Personalised and individual IT access for all students.
- If eligible, school transport is provided by Devon County Council.

<b>What to expect from Learning Family Leaders:</b>
A learning family leader is the equivalent of a tutor or form teacher. At ACE Tiverton, Learning Family Leaders have responsibility for the welfare, attendance, and progress of each student.
<b>What is a Learning Family?</b>
The Learning Family is the class in which your child is taught for most of their lessons, by a subject specialist Teacher and Teaching Assistant. Each Learning Family also has their own Teaching Assistant assigned to the group and they are present during the daily check in slots and Learning Family sessions.
<b>How often will I hear from the Learning Family Team?</b>
We expect a member of the Learning Family team to contact each family in their class at least weekly. This will be via the form of communication you express a preference for e.g email or telephone call. Staff will also be in touch more frequently if needed and you are encouraged to speak to your Learning Family Leader with any questions, queries or concerns, we like to deal with issues early and act swiftly to prevent concerns from growing.
<b>Will my Learning Family Leader change?</b>
Except for staff who are leave or are absent and covered by another staff member, we aim to change Learning Family Leaders at the end as infrequently as possible. We may change the learning family your child is assigned to, in response to arising needs throughout the year.
<b>How is a Learning Family group decided?</b>
We group students based upon three core areas: stage of learning, profile of need and chronological age. Students join us with different educational experiences, and we consider their social, academic, and educational needs when placing in the group where they can make the best progress. We recognise that our students can struggle with social communication and interaction and alongside usual teenage challenges, there are a variety of interventions and support strategies we use to equip students with techniques to manage these.

<b>Learning Family Group</b>	<b>Learning Family Leader</b>	<b>Learning Family Teaching Assistant</b>	<b>Pastoral Team Link</b>
Applegate	Mrs Susan Shelbourne	Miss Gemma Spence	Mrs Jacqueline Bagnell
Brecel	Mrs Kelly Collins	Ms Kim Jones	Mr Steve Radford
Dawson	Mr Adam Wray	Ms Georgia Maddocks	Mrs Sharna Causley
Einstein	Mr Ed Baker	Ms Kirsty Bolton	Mr Steven Radford
Grandin	MS Taryn Stanton	Miss Lucy Pike	Mrs Jaqueline Bagnell
Kissin	Ms Beckie Kealey	Ms Roxanne Sargeant	Mrs Sharna Causley
Mendoza	Mr Leo Biles	Ms Raquel Shingler	Mr Steven Radford
Tesla	Mr Ed Mountford	Mr Colin Sargeant	Mr Gustav Deyssel
SPACE	Ms Charlotte Chapman	Ms Milly Lavery	Mrs Sharna Causley

## Staff Contacts:

This is our staff list, and all staff have an email address as follows:

[Firstname.Surname@transformingfutures.org.uk](mailto:Firstname.Surname@transformingfutures.org.uk).

We expect staff to return emails within 1-2 working days however if a matter is urgent, a telephone call to our main office: 01884 763140 can often resolve or help share information more quickly. Staff are focused on working with students throughout the school day so messages will be returned after the day has finished. Staff also participate in training and meetings on Monday, Wednesdays and Fridays so this will influence when a call or email can be returned.



## Staff List

	Role	Initials
<b>Leadership Team</b>		
Mrs Hannah Smart	Headteacher, DSL	HCS
Mrs Julie Chatterton	Assistant Head: Preparation for Adulthood	JAC
Mr Rhys Davies	Assistant Head: Teaching, Learning & Curriculum	RTD
Mr Gustav Deyse	Pastoral Manager, Deputy DSL	GJD
Mrs Stacy Fagg	Lead Administrator	SAF
Mrs Jo Panton	SENCO	JCP
<b>Teaching Team</b>		
Mrs Sue Shelbourne	Year 7 Nurture Group	SAS
Mr Ed Mountford	English	EWIM
Mr Ed Baker	Mathematics	ELB
Mr Adam Wray	Science	APW
Mr Leo Biles	Learning Outside the Classroom, EVC	LCB
Ms Mary Bleasdale	Citizenship and Drama	MEB
Ms Taryn Stanton	Horizons	TES
Miss Beckie Kealy	Food Technology	BAK
Mrs Kelly Collins	Design Technology	KC
Mr Kevin Morgan	Health and Fitness	KDM
Miss Charlotte Chapman	SPACE Nurture Group	CEC
Miss Lucy Pike	Art and Photography	LAP
<b>Teaching Assistant Team</b>		
Miss Emma Coombes	Lead TA, Art and Photography	ELC
Miss Gemma Spence	Year 7 Nurture Group	GLS
Ms Shauna Searle	English	SS
Miss Kirsty Bolton	Mathematics	KB
Miss Georgia Maddocks	Science	GM
Mr Colin Sargent	Learning Outside the Classroom	CJS
Mrs Catherine Baker	Citizenship and Drama	CAB
Ms Roxanne Sargent	Food Technology	RS
Ms Kimberley Jones	Design Technology	KJ
Mrs Helen Jackson	Horizons	HJ
Miss Raquel Shingler	Health and Fitness	RBS
Miss Milly Lavery	SPACE Nurture Group	MML
<b>Pastoral Assistant Team</b>		
Mrs Jacqueline Bagnell	Emotional Literacy Support Assistant (ELSA)	JLB
Mr Steve Radford	Pastoral Assistant	SRR
Mrs Sharna Causley	Pastoral Assistant	SMC
<b>Admin/Site Team</b>		
Miss Zoe Dudgeon	Administration Assistant	ZID
Miss Leah Perry	Receptionist	LDP
Ms Sarah Long	Cleaner	SL
Mr Paul Hockham	Chef	PAH

<b>What to expect from School Reports?</b>
We track the progress of all students each half term in academic subjects as well as their EHCP targets. This information is collated and shared with families each half term.
<b>What targets are set for my child?</b>
We use the academic data from previous schools, alongside entry assessments in all subjects to inform our target setting. We set targets for the end of each key stage (KS3 = Y9 and KS4 = Y11) as well as the end of each year so you can see how your child is doing each term towards their yearly targets as well as their overall progress.
<b>How do I know how my child is doing?</b>
Each student is rated using red, amber and green colours for their progress each term, in every subject, as well as for elements of their school experience such as attendance and behaviour. Red indicates we are putting in place additional actions to support your child to make progress, amber tells you that we are monitoring your child's performance closely and green indicates that all is as expected or better.
<b>Should I expect everything to always be green?</b>
Progress, in any subject or area is not achieved in a straight line. We know that our students will make progress with the right support and as needs are consistently met. It's important to monitor progression as part of the students' preparation of adulthood and development of EHC provision and targets to ensure that it accurately reflects students' needs as well as to inform the planning and preparation of their teaching and support team too.
<b>Who should I speak with for more information?</b>
Your child's learning family leader is your main point of contact for all queries and questions. They are the champion for your child and have access to the full range of details regarding academic, social and personal progress. We expect that staff will return calls and emails within 24 hours with email being the preferred method of contact for all staff.

We have three planned family evenings in this year, all from 3pm to 6pm with face to face and virtual appointments as COVID protocols allow.

06/10/2021	Student Settling In Evening with Learning Family Leaders
16/02/2022	Teaching Staff and Family Meetings
13/07/2022	Learning Family Leaders End of Year Meetings

<b>What to expect from Annual Reviews?</b>
Annual Reviews are done throughout the year, linked to the date of the last review, as well as the date the EHCP was originally issued. Generally, Year 11 are done by October half term, Year 9 by Christmas, Year 8 and 10 before Easter and Year 7 after Easter.
<b>How am I involved?</b>
Students are at the centre of the Annual Review process and we work with them to gather views. As well as, when they are ready, to lead and facilitate the review meeting. Families are asked to contribute and your presence at the meeting is really important.
<b>Who else will be there?</b>
It depends on the progress and needs of your child. In short, we will invite all the people that are best placed to give us advice to improve the support and provision your child needs to make great progress.
<b>Where is it held?</b>
We can hold annual reviews in a mutually agreed location – offsite from school, via remote meetings or face to face in school time. WE will work with you, the other attendees and your child to organise the most convenient time for everyone involved.
<b>What else do I need to know?</b>
All annual reviews are held using the EHCP Hub through Devon County Council's 0-25 Team. If you don't have access to the Hub, you can find out more here: <a href="https://www.devon.gov.uk/ehcp-hub">Guidance for parents: Using the EHC Hub for an EHCP review - Education and Families (devon.gov.uk)</a>



<b>What to expect from specialist teaching and learning?</b>
Our curriculum is based upon the ADPR framework, this enables us to align student's needs as determined in their Education, Health and Care Plan to their future aspirations and goals. Overall, preparing our students to be productive, strong and independent adults is the primary goal of our curriculum. By achieving this, we will equip students to be successful, productive and valued members of their future personal, social, learning and employment communities.
<b>How are staff trained to support students?</b>
All classroom staff are given training and opportunity to further develop their own subject knowledge, specialist skills and understanding so they can support curriculum development and their colleagues throughout the school.
<b>Do students have the breaks and resources they need in class?</b>
Yes, absolutely – unless sensory and other needs are met, learning cannot happen safely and securely. Students have ready access and are adult directed and supported to use aides such as writing slopes, pen grips, wobble stools, fidget toys – all of these elements are normalised across the school and everyone has their own personal profile of sensory support.
<b>How are TAs used?</b>
Teaching Assistants are key in delivering the personalised provision each students needs. Depending on the skill set and subject, TAs may be used for pre-teaching vocabulary, supporting comprehension and processing, keeping students focused and engaged or reviewing past learning to enable consolidation and retrieval to occur at a later stage. Teachers and TAs work closely together to plan, deliver, review and assess students' progress within lesson and over time.
<b>How are students assessed?</b>
<p>Students are assessed using a range of qualification frameworks in each year group. We recognise that our students have varying experiences of education prior to arriving at ACE Tiverton and we meet each student at the level that provides them with support and challenge to fulfil their potential. Specialist teachers and teaching assistants deliver in all subject areas.</p> <p>If we need external support services to assess students, we work closely with families to gain consent and share the outcomes as well as using these to personalise our provision.</p>

### What to expect from the curriculum?

We offer a broad and balanced curriculum which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum, within a three-year key stage three programme before moving to a two-year Key Stage Four curriculum that is framed by the requirements of external examination bodies.

### How do you prepare my child for the next stage of their learning?

Our specialist teaching staff design each programme of study to ensure full coverage of the national curriculum and preparation for GCSE and other appropriate formal accreditation in all subjects offered in our curriculum. We deliver our own unique strand to the curriculum called Horizons, aimed at broadening our students' global outlook and building their cultural capital.

### Is it all classroom based?

No, the outdoor environment and the local community are an opportunity for active learning for all our students and the school grounds have been developed so they can enrich different curriculum areas. Students have opportunities to share their learning with each other, their parents and carers and other learners regularly through the year. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

### How do you fit everything in?

Subject Group	Subjects Included	Average Weekly Teaching Time	
		KS3	KS4
Core Subjects	English Mathematics Science	3 hours per week per subject. (9 hrs in total)	The curriculum in KS4 follows a similar time allocation as KS3

Foundation Subjects	Horizons Art Citizenship Drama Learning Outside the Classroom ICT Design Technology Food & Cooking Skills	1.5 hours per week per subject (7hrs 30mins in total)
	Health and Fitness	2.15 hours per week in total
Specialist Support	Intervention and Mentoring Therapeutic Support	30 minutes a day (2hrs 30mins in total)

### Is it all about exams?

In all years and at all stages of learning, we provide a rich variety of other experiences which best meet the learning and developmental needs of the students in our school. The aim of our curriculum is for students to achieve mastery of the knowledge, skills and independence required for their next stage of learning as well as a strong foundation of lifelong learning, employment, and success as a member of society

<b>What to expect from the Relationship, Sex and Health Education Curriculum:</b>
We follow the statutory national curriculum for Relationship, Sex and Health education (RSHE) as part of our Horizons curriculum which includes life skills and preparation for adulthood. We have three strands: Healthy Futures, Health Relationships and Healthy Living which covers all aspects of RSHE, careers and preparation for adulthood.
<b>Who will teach my child these subjects?</b>
As part of our staff team, we have a specifically trained group of staff who work together to deliver our Horizons curriculum. We use a range of resources that are tailored to the needs and profile of our students, taking account of their age and stage.
<b>How will my child be taught these subjects?</b>
We will use a range of specialist and subject resources and strategies to deliver the Horizons curriculum. Students will have time to process, ask questions and revisit topics that they wish to explore further. The wider staff team is also of the topic coverage for Horizons for each Learning Family Class so as students raise questions or explore topics with peers, we
<b>Can I withdraw my child from these lessons?</b>
Adults with parental responsibility have the right to withdraw a child from the non-science aspects of sex education, within Horizons and this request must be made in writing to the Headteacher.
<b>Where can I get more information:</b>
The Department for Education: <a href="#">RSHE 2021</a> DfE Guide for Parents and Carers: <a href="#">DfE RSHE Guide for Families</a>

<p><b>What to expect in Preparation for Adulthood?</b></p> <p>Preparation for Adulthood looks at and provides real world opportunities in areas such as <b>employment, independent living, community participation, career aspirations, further education and friendships and relationships</b>. Transition planning also thinks about <b>transport needs, health care, personal care, living arrangements, and personal budgets</b>. In essence Preparation for Adulthood is about ensuring that our young people are empowered practically and socially and emotionally to live full and rounded lives in which they are able to realise their ambitions and give back to the community in which they live.</p> <p>We will ensure that all students are provided with access to and support for. The relevant outside agencies including <b>Careers South West</b>, representatives of which will meet with students, staff and parents and carers at key transition points ; end of key stage 3 EHCP review and end of key stage 4 EHCP review.</p>
<p><b>When does it start?</b></p> <p>Preparation for adulthood begins as soon as your child starts with us at ACE Tiverton. It is our aim and responsibility to help our young people realise their potential and follow their ambitions and dreams. Alongside academic and career focused goals we will support our students in developing their everyday life skills, manage real world situations and help them to discover what they can offer the community in which they live and attend school.</p>
<p><b>How Can I be involved?</b></p> <p>We are always looking to widen the volunteer and work experience opportunities available to our young people. If you feel that you may be in a position to help us to do this by providing work based experience, volunteering activities or know of others who may be able to help with this please contact : <a href="mailto:Julie.chatterton@transformingfutures.org.uk">Julie.chatterton@transformingfutures.org.uk</a></p> <p>In addition to practical experiences we would also like to develop business and enterprise links within the local community. Links that will provide our students with the chance to develop and then implement basic business plans. Again any support or knowledge that you are able to share to facilitate this will be greatly appreciated and again please contact : <a href="mailto:Julie.chatterton@transformingfutures.org.uk">Julie.chatterton@transformingfutures.org.uk</a></p>
<p><b>What opportunities are there before Y9?</b></p> <p>The term preparation for Adulthood officially applies to Year 9 and above, however that does. To exclude Year 7 and 8 pupils from real world experiences and developing their life skills and knowledge of the world. This is done through the providing a wide range of experience and learning opportunities that broaden cultural capital, offer real world experiences and supporting students in developing and fulfilling their aspirations.</p>
<p><b>What else do I need to know?</b></p>

## Student Support:

<b>What to expect from safeguarding?</b>
We take our responsibilities for the safety and welfare of our students very seriously. All staff received enhanced safeguarding training and we recognise that many of our students have increased vulnerabilities due to their profile of need and communication and interaction skills. We work closely with our Locality Teams and participate and lead on Early Help Assessments, Team Around the Family meetings as well as supporting our families who have more specific needs linked to child protection and safeguarding.
<b>What does safeguarding cover?</b>
In short, everything. The annual document, from the Department of Education called Keeping Children Safe in Education (KCSIE), is updated each year with the most relevant information and key issues that are emerging nationally, We work within this framework and our Safeguarding policy, on our website, gives more information on how we do this.
<b>How do we educate students to be safe?</b>
Our Horizons curriculum is a significant part of our safeguarding strategy. We ensure students know how to keep themselves safe, where to get information and what is lawful, healthy and appropriate in a range of topics. We are fully compliant with the 2021 RSHE Statutory curriculum and the RSHCE policy on our website provides much more detail.
<b>Does safeguarding mean contact with other agencies?</b>
Safeguarding is a partnership between home and school – great communication helps both families and staff at school to understand the risks and worries that students may be experiencing Schools are asked to take the lead in a number of safeguarding areas – attendance, behaviour, early help are good examples. When we contact you to talk through a worry, it is not done with the intention to ‘refer on’ but to see what we can do to help. Our students come from across Devon and from a variety of personal and domestic situations – we make no judgement, we want the same as you – a safe, healthy, happy student, because they learn well and make the best progress, which is a great outcome for everyone!
<b>What can I do as a parent or carer?</b>
In this year’s KCSIE, there is a big focus on peer on peer abuse and online safety. These are two areas that our students can struggle with – seeing communication online out of context or misreading tone or intention. We have lots of resources on our website on monitoring student access to the internet and social media at home – we would ask all families to be proactive in monitoring social media and internet use and actively manage what your child is doing online.

### **What to expect from Physical Interventions?**

All school staff, irrelevant of the setting in which they work, has the responsibility to work with students in a safe and appropriate way. The Department for Education guidance to schools outlines that reasonable force can be used to protect students from causing harm to themselves or others, to protect property from damage and to ensure the good order of a school.

Our school staff are trained in a wide range of de-escalation, regulation, and positive interaction strategies. Our approach, as a school community, is that behaviour is a form communication and we seek to understand the purpose, mechanics, and intent behind behaviours and work with students to develop health, appropriate and safe ways of expressing their emotions.

Physical Intervention is an act of last resort, but all staff are expected to use their training – starting with de-escalation – to support a young person in crisis. This may involve holds, guides or blocks to ensure that students are safe and that good order is maintained across the school community.

### **What approach do we use?**

As a staff, we are trained in Team Teach – this is a positive handling strategy that involves two days for training. The theory focuses on understanding the cause and mechanism of behaviours whilst increasing staff knowledge of trauma, sensory profiles, the neuroscience and emotional impact of behaviours on individual students as well as those who observe them or a focus on behaviours that challenge. The second day involves rigorous training on the physical interventions used, including holds involving one or two adults, moves that guide students and ways to block students from causing harm, upset or harm to themselves or others.

### **What happens if my child is involved in a physical intervention?**

Any students involved in a physical intervention are given time and space to regulate with the most appropriate adult present and in the best space we can provide within the school - this will be individual for each student. When the student is ready, a debriefing conversation is offered and had which focuses on listening to their perspective of the situation and understanding what function the challenging behaviour was fulfilling for them in that situation.

A detailed reports is made of the intervention, within the shortest time possible, depending on the nature of the intervention and impact on the student, staff and wider school community. A student's family will be informed by the end of the day in which the intervention occurred and as much detail as possible shared by the most relevant member of staff. The focus is on the care and support post-intervention for the student – as well as the staff involved too. Within an appropriate time, a restorative conversation will be held with the student and the member of staff undertaking the intention. The student can select the most appropriate adult to support them in this conversation.

### **What if this is a frequent event?**

We review a student's individual risk assessment each time a physical intervention is used. WE track the number of interventions as well as the reasons for them, the mechanics of the behaviour and the function/response being sought. Where we need to, we will work the student, their family and the most relevant member of school staff to write a Positive Handling Plan to ensure that all the relevant people, including the student themselves, understands what will happen, when, with whom and why, should there continue to be instances of challenging behaviours.

### What else do I need to know?

- More information about Team Teach: [Team Teach – Training in positive behaviour management](#)
- Our Positive Handling Policy: [www.atss.acemat.uk/policies](http://www.atss.acemat.uk/policies): Hyperlink: [Positive Handling Policy](#)
- More information about the Department for Education Guidance: [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](#)

### What to expect from break and lunchtimes?

We run a comprehensive programme of activities throughout break and lunchtime but also provide students with space to decompress, chill out and have time to regulate away from others if needed. These include art and creative activities, supervised and structured play, board games, football, basketball and STEM activities.

### What happens?

Students have access to all these activities and can make a daily choice about how they spend their time. After students have eaten, they can then participate in the activities on offer. All activities are supervised by staff so it provides opportunities for students to build staff with staff across the school community.

Students who eat hot meals do so in our school dining room and students with packed lunches eat in our forum. We absolutely understand that many of our students have quite restricted palates and foods that they will eat. Our chef works within the information we gather from students and their families about preferences, allergies, tolerances and works with the School Food Standards to ensure each menu offers a range of food for students to eat as well as offering opportunities to taste and try new dishes with the aim of increasing their range of preferred foods over time.

### How do I pay for lunch?

All families can set up a school money account that will enable you to pay online for all aspects of school life including trips, visits and lunches.

Students can select their lunchtime meal and break snacks each morning with their learning family leaders during check in slots.

Students who attend school trips will have a packed lunch provided, if they are entitled to Free School Meals. All students will have break snacks and drinks provided if off site.

### School Food Standards

All food offered in schools, including packed lunches, must meet the School Food Standards. There is lots more detail about this on our website: [ACE Tiverton School - School Food \(acemat.uk\)](#)

### **What to expect from our Therapeutic Team?**

Our Therapeutic Team of staff are specialist practitioners who we have sourced to provide staff with the most up to date and specialist training and guidance to ensure that every student is experiences the best possible support in all areas of the school experience. Our therapeutic team are all external practitioners – Occupational Therapist, Speech and Language, Counselling – who work across a variety of settings and within private practice too. This team supplements the Advisory Services that we can access through Babcock and Devon County Council.

### **Who are they?**

Currently our Therapy Team consists of:

- Anna Findlay – Occupational Therapist
- Jennifer Roder – Speech and Language Therapist
- BOUNCE – A Tiverton based Family Therapy Service
- Diana Pocs – School Counsellor (one day a week)

We are continually looking for additional Therapeutic support and work closely with Devon Support Services for Educational Psychology and Communication and Interaction Team input too.

Consent for referral to Devon Support Services is gained on an individual student and service basis. The school-based Team have consent built into our school consents – trips, image use, data storage etc – and the universal consent given enables us to work quickly to source support as need is identified.

### **Can I refer my child to them?**

All students in the school benefit from the Therapeutic Team as they train our staff in general and specific support strategies to meet the needs of our students. Additionally, they work with our SENCO, Jo Panton, to review EHCPs and ensure that all the provisions outlined in section F are being met within the daily experience o the individual student.

Occasionally, students may need highly specialised individual intervention, and this is accessed through the discussions had with the school staff and the individual Therapist. We always involve the student and their family in this discussion, especially where additional intervention is needed.

### **How do they work with staff?**

Training, training, and more training! Whether as a whole staff group gaining deeper understanding into the broad concepts that influence our work with students or tailored, small group or individual training on a specific programme, our Teams – internal and external advisors – work with our staff to ensure they are confident and knowledgeable in what, how, when and why specific provision is required by students and how to deliver it to the highest possible standard.

### **How will I know if they are working with my child?**

If a student is a specific focus or concern, the Learning Family Leader or member of the Pastoral or Senior Leadership Team will be in touch. Often, you will be aware that we may want to talk through with a specific specialist to gather their views and possible consider observations or direct conversations with the student and their family. We aim to talk to all families at least weekly so this will be information we will share at the earliest possible opportunity.



## What to expect from students' behaviour?

We know that all behaviour is a form of communication and in the context of a secondary school community where all students have significant needs relating to social communication, interaction, emotional and mental health in conjunction with the expected challenges of puberty and being a teenager, this is a factor for all students.

## What approach do you take to behaviour?

Our values and approach to students is underpinned by a strong belief in trauma and therapeutic informed approaches. Students often develop maladaptive strategies to manage their emotions, reactions and sensory needs. Whether internalised or externalised, each student is approached in the same way: with empathy, curiosity and an desire to provide students with health, safe and appropriate way to manage their communication.

## Where can I find out more?

Our Positive Relationships policy is on our website, alongside our Behaviour Blueprint, both documents clearly outline the approach we take for all students. Proportional consequences linked to real-life contexts are a key tool, alongside de-escalation and restorative justice. We do expect families to work with us to support students and this is detailed in our Family Relationship policy, also on our website.

## What are the rules?

We have three clear rules: respect yourself, respect others and respect our environment. These rules are simply summarised by acting, speaking and responding in a way that is kind, appropriate or, at the very least polite. If this isn't possible, then students are expected to use their personalised strategies to exit a situation, seek help and express their feelings in an appropriate place, with an appropriate person.

## How does my child know what this means?

All rooms in school have our 3Rs visuals in them, in addition, every student has their own 5 point scale, which is a personalised tool to support students to respond to situations in the safest, healthiest and most appropriate way.

**At ACE Tiverton, Respecting Our Environment Means...**

Keeping areas where we eat (e.g. the Dining Hall and Forum) tidy and not making a mess with food.

Keeping to an acceptable noise levels so others can concentrate.

Only do the things you would want to happen in your own home.

Keeping classrooms tidy and clearing up at the end of each lesson.

Taking care of all your own and the school equipment e.g. pens, laptops, books.

Not damaging school property or other students' belongings.

**At ACE Tiverton, Respecting Others Means...**

Accepting that not everyone has the same interests, likes or opinions.

Offering support and help to others.

Allowing all students to learn to the best of their ability.

Respecting other people's personal space.

Listening to other people, even if you dislike what they are saying.

Contributing to a school family where everyone feels safe.

**At ACE Tiverton, Respecting Yourself Means...**

Using your 5 Point Scale or words to communicate your feelings.

Participating in lessons and following instructions.

Being true to yourself and not following the crowd.

Having good personal hygiene and health e.g. washing and sanitising your hands.

Taking responsibility for your actions and the impact they have.

Wearing the correct uniform to show you are part of our family.

## What to expect from a 5 Point Scale:

A 5 Point Scale is a concrete way of identifying abstract ideas and we use them in lots of ways across the school community. Students are taught how to develop their own scales and they write one, with a preferred adult. Scales are reviewed at least half termly or sooner if needed.

## Who does this with my child?

The short answer is that anyone can. The Learning Family Leader has responsibility for ensuring the scales are completed and reviewed but they can be done by a family member, a preferred adult in school or individually – how is best for the student. They are public documents and shared with all staff so they are a useful way for students to communicate their views and preferences to all adults, without having to speak directly with them.

## What else is done with my child?

Every student has a risk assessment, one page profile and a 5-point scale. These are their standard school documents, and they are shared with the student, their staff team and family, as they are developed and reviewed. If students need additional support in any areas, we may also develop a positive support plan or personalised medical or handling plan to provide the specific information required to ensure students are best supported across their school day.

## An example 5 Point Scale

### The Incredible 5 Point Scale:



We use this tool in all aspects of our school community. It provides a visual and concrete way to identify strengths, worries and concerns; crucially it captures the strategies to help students manage these worries and celebrate their successes. The five-point scale can be used to teach any construct: volume, pain, emotions or nearly anything that can vary in degree or amount. We use it to help our students rate their own behaviour, responses, feelings and reactions in a specific situation or context.



### How do I create a 5 Point Scale?

Anyone can do a 5 Point scale with a student.

1. Start by selecting a topic for rating; the topic must have various degrees or levels and should be appropriate for the scale.
2. Assign values for each number; define what each level of the concept looks/sounds like.
3. Create a visual support; using the student's area of interest, create a story that explains how to use the scale.
4. Teach the scale; build in time to teach the student how to use the scale and how to identify each level.
5. Extend its use; have the student practice the scale and ensure to teach generalization of the scale to be used in across settings and people.

### My 5 Point Scale: Example for when I am stressed.....

	Looks Like	Feels Like	What & Who Helps..
<b>5</b>	<ul style="list-style-type: none"> <li>Walk around</li> <li>Break things</li> <li>Swear</li> <li>Crying/ Screaming</li> </ul>	<ul style="list-style-type: none"> <li>Hot</li> <li>Sharp</li> <li>Horrible</li> <li>Angry</li> </ul>	<ul style="list-style-type: none"> <li>Exercise ball</li> <li>Outside Space</li> <li>Stop me from hurting myself</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Walk around</li> <li>Run away</li> <li>Swear</li> <li>Start to break things or graffiti</li> </ul>	<ul style="list-style-type: none"> <li>Pressure</li> <li>Really tough</li> <li>A bit sick</li> <li>Want to stop but don't know how</li> </ul>	<ul style="list-style-type: none"> <li>Exercise ball</li> <li>Outside space</li> <li>Bob or therapy dogs</li> <li>Remind me about my point</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Sometimes smile</li> <li>Swear</li> <li>Talking but don't know what to say</li> <li>Destroy my work</li> <li>Walk out of class</li> <li>Make personal comments</li> </ul>	<ul style="list-style-type: none"> <li>Confusing</li> <li>Don't know what to do or ask for help.</li> <li>Want to break things</li> </ul>	<ul style="list-style-type: none"> <li>Burning off energy,</li> <li>Therapy dogs</li> <li>Time alone</li> <li>Time with my trusted person</li> <li>Remind me about rewards</li> <li>Not too many questions. Can person talk to me</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Smiling</li> <li>Start to swear</li> <li>Shoulders are down</li> <li>Less eye contact</li> <li>"snap" at people when they talk to me</li> <li>Tapping on the desk</li> </ul>	<ul style="list-style-type: none"> <li>Doesn't mind being at 2</li> <li>Mostly ok but I don't know why I turn into a 3</li> </ul>	<ul style="list-style-type: none"> <li>Someone asking if I am ok</li> <li>Reminding me what I am doing</li> <li>Sitting on a wobble cushion or a fidget toy</li> <li>Time by myself</li> <li>Lego/reading a book</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Smiling</li> <li>Happy</li> <li>Talking</li> <li>Helpful</li> </ul>	<ul style="list-style-type: none"> <li>Likes being a 1</li> </ul>	<ul style="list-style-type: none"> <li>Being in class</li> <li>Time with the therapy animal</li> <li>Football in the MUGA</li> </ul>

ACE Tiverton: Student Profile	
Preferred Name:	Legal Name:
Date of Birth:	Year Group:
Learning Family:	Profile Author:
Safeguarding Concerns If yes, give details	Enhanced Risk
Allergies If yes, give details	
<b>Example One Page Profile</b>	
Primary Area of Need:	Student 10 Word Description or Photograph:
Best Support Strategies:	
1. Safe Person/s:	1.
2. Safe Place/s:	2.
3. Other:	
Areas of Interest:	Strategies for Successful Learning:
1.	1.
2.	2.
3.	3.
Academic Targets Areas:	Social Target Areas:
1.	1.
2.	2.
3.	3.
Other Useful Information e.g. use of adaptive seating, sensory items	
Date Written:	Written by: Review Date: (6 weeks from date of first writing)

<b>What to expect from Attendance?</b>
We track all students' attendance to school because we recognise the importance of great attendance in supporting student to make personal, social and academic progress.
<b>What is 'great attendance'?</b>
Great attendance is the very best attendance each student can achieve. We expect all students to attend school 100% of the time but also recognise that to best meet students' needs whilst they are with us, personalised attendance programmes may be helpful.
<b>What happens if a student isn't in?</b>
Everyday a student is absent we contact home (known as a 'first day call'). Depending on the reason for absence, the Learning Family Leader may be in touch to co-ordinate work or other support, members of the Pastoral Team maybe allocated to students whose attendance is causing concern and we work closely with the Education Welfare team to provide support for families too.
<b>What happens if we have appointments?</b>
We know that many of our students will be under the care of a range of medical and therapeutic practitioners. Absences for medical appointments are not penalised in anyway and we will work closely with each family to ensure students have access to work remotely, as required or in person to catch up on tasks and learning.
<b>How do I let school know about planned absences?</b>
Please email or telephone the school office with information about appointments or other absence information.

<b>What to expect from Rewards?</b>
Students can achieve three points in every lesson, check in and check out through meeting our expectations of the £Rs – respect of self, others, and our environment. These points build up over time and can be used to purchase items from our reward shop.
<b>How do students know what is in the shop?</b>
Each half term, students are asked for ideas, suggestions, and their personal reward item for the term. They know what is available on a weekly, termly, and longer basis – if they have a bigger savings goal or if they prefer to purchase small items, regularly, both can be done.  The Student Forum, which is held half termly, also has a regular item about the reward shop and other student led activities to increase their range of experiences skills and areas of interest.
<b>What other opportunities does my child have at ACE Tiverton?</b>
Every Friday, we offer a range of activities through our ‘Free Choice Friday’ Curriculum which staff run a variety of activities that students select and participate in for a term at a time.  Trips and visits are a key part of our curriculum offer in addition to Free Choice Friday.
<b>What costs are there?</b>
In 2022, we will run our first Activities Week in July, some of the activities on offer will come with a requested contribution for costs but this does not prevent students from participating. Other trips may also come with a request for contributions, and we work closely with families to ensure this isn’t prohibitive.
<b>How do you celebrate progress?</b>
Every half term ends with a celebration assembly and each ‘long term’ has an celebration to which families are invited. In addition, at the end of the academic year and at Christmas, we host Family Fun Events, where students and their families can participate in positive activities together and see the progress students make through their time at ACE Tiverton.

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